

## Foundations of Literacy

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### **General Information**

**Course:**

**Instructor:**

**Semester:**

**E-Mail:**

**Class Time:**

**Phone:**

**Class Location:**

**Office Location:**

**Credit Hours: 3 hrs.**

**Office Hours:**

**Prerequisites:** None. This is the first course in the reading core and provides an overview to the study and teaching of literacy.

### **Course Description**

The Foundations of Literacy course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course presents the key scientifically based reading research foundations needed to understand how reading develops and effective methods and strategies used to teach literacy skills to young children through young adults. Topics include understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade bands.

### **Course Objectives**

1. Understand the importance of scientifically based reading research, different types of research methods/designs, and how to access and read research articles.
2. Describe the Simple View of Reading & Reading Rope models and how they are used to understand reading development, instructional needs, and reading concerns.
3. Understand the evidence that reading is a learned skill and is difficult for many children.
4. Describe key characteristics of good and poor readers including students with reading disabilities.
5. Know the five essential components of reading instruction and the effective instructional elements involved with each area of reading.
  - a. Define and understand phoneme awareness.
  - b. Explain the purpose and goals of phoneme awareness instruction.

- c. Explain the role of phonics in proficient reading.
  - d. Identify the characteristics of systematic, explicit phonics instructions and contrast those approaches with implicit, incidental approaches to instruction.
  - e. Understand the contributing role of automaticity to fluent reading.
  - f. Understand how oral reading fluency is related to other major components.
  - g. Understand the role of vocabulary in text comprehension and decoding.
  - h. Describe the various reasons why students might not comprehend text.
6. Review the progression of reading development and the terminology used to describe the phases of early reading and spelling development.
  7. Become familiar with teacher behaviors that result in higher levels of learning for students.

**Field Experience:** Candidates will conduct a brief teacher interview & classroom observation of reading instruction. This should be done in a classroom compatible with the candidate's licensure area and in which high quality reading instruction is taking place. Students will complete an observation form (connected to observing the essential components of reading) and write a brief reflection to share with the class.

**Required Text & Materials:**

**Text books:**

Willingham, D. T. (2017). *The Reading Mind*. San Francisco, CA: Jossey-Bass.

\*Core Literacy Library (2018). *Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3<sup>rd</sup> Edition*. Berkeley, CA: Arena Press.

\*NOTE: This text will be used across the four core reading courses.

**Readings (Used in Class & as Homework): All Will Read**

Dickinson D. K., Golinkoff, R. M., & Hirsh-Pasek, K. (2010). Speaking out for language: Why language is central to reading development. *Educational Researcher*, 39(4), 305–310.

Farrell, L., Davidson, M., Hunter, M., & Osenga, T. (2010). *The simple view of reading: Research of importance to all educators*. Readsters, LLC.

National Institute of Child Health & Human Development (NICHD). (2000). *Report of the National Reading Panel Report. Summary and Full Report.*

Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2002). How should reading be taught? *Scientific American*, 286(3), 84-91.

Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51(3), 201-211.

Spear-Swerling, L., & Sternberg, R. J. (2001). What science offers teachers of reading. *Learning Disabilities Research & Practice*, 16, 51-57.

## Educator's Practice Guides from Institute of Education Sciences

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx).

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuides>.

### **Web Resources Used in Class:**

National Assessment of Educational Progress, Reading: <https://nces.ed.gov/nationsreportcard/reading/>

Ohio Department of Education, Ohio School Report Cards—<https://reportcard.education.ohio.gov/>

Reading Rockets Website--Classroom Strategies: <https://www.readingrockets.org/strategies>

Children of the Code: <https://childrenofthecode.org>

Daniel Willingham's Website <http://www.danielwillingham.com>

### **Ohio's 12-Hour Reading Core Standards**

As a foundations course, this class is designed to expose students to all of the different aspects of reading instruction. It touches on all of the reading core standards in an overview/big picture manner. Students are not yet creating lessons or implementing instruction but building capacity to do so in future courses.

Standard	Where it is addressed in the course	How the standard is assessed
Standard 1: Knowledge and Beliefs about Language and Literacy Learning	All Weeks: 1.1, 1.2, 1.4, 1.5, 1.6, 1.8: Week 1: 1.3 Week 11 & 12: 1.7	Quizzes & Exams Essential Components Presentation Field Experience Reflective Paper
Standard 2: Phonological Awareness, Phonics, Word Identification, and Spelling	Week 3, 4, 6, : 2.1, 2.2 Week 8 & 9: 2.3, 2.6, 2.8, 2.9, 1.10	Quiz 1 & 4 Activity 4 Exams Essential Components Presentation Field Experience Reflective Paper
Standard 3: Creating a Literate Environment	This standard is touched on throughout the class on an understanding level (not implementing)	Exams Essential Components Presentation Field Experience Reflective Paper
Standard 4: Diversity and Individual Differences	This standard is touched on throughout the class on an understanding level (not implementing)	Exams Essential Components Presentation Field Experience Reflective Paper
Standard 5: Comprehension and Fluency	Weeks 3 & 10: Fluency focus Weeks 3 & 12: Comprehension focus	Quiz 1 & 4 Exams Essential Components Presentation Field Experience Reflective Paper
Standard 6: Vocabulary	Weeks 3 & 11: Vocabulary Focus	Quiz 1 & 4 Exams Essential Components Presentation Field Experience Reflective Paper
Standard 7: Designing Instruction to Support Students Literacy Learning	Across the course this is touched on. Week 13 Specifically addresses students who struggle.	Quizzes Exams
Standard 8: Assessment, Identification, and Intervention for Students with Reading Difficulties	Week 13: addresses the topics of students with disabilities and MTSS. This course does not go into details about assessment	Final Exam
Standard 9: Writing	Week 12	Final Exam Essential Components Presentation Field Experience Reflective Paper
Standard 10: Professionalism, Professional Learning, and Research	Weeks 1 & 2: discusses the importance of items in this standard (awareness level)	Midterm Class discussions

## **Methods of Evaluation**

<b>Assignment</b>	<b>Description &amp; Purpose</b>	<b>Points</b>
I. Participation Activities	<p>Participation will be based on class attendance, active participation, and in-class activity performance. There are 8 in-class activities across the course, each worth 2.5 points.</p> <p>The purpose of these activities is to apply the information from class readings and lectures.</p>	20
II. Quizzes (4)	<p>Candidates will take four short, non-cumulative reading quizzes, each worth 5 points.</p> <p>The purpose of these quizzes is to make sure candidates are carefully reading the assigned readings before class and are ready to discuss and apply the information in-class.</p>	20
III. Field Experience Reflection	<p>Candidates will observe reading instruction in PreK-12<sup>th</sup> grade classroom and write a reflection paper.</p> <p>The purpose of this assignment is to make a connection between course content and actual teaching.</p>	10
IV. Exams	<p>Mid-term Exam = 10 Final Exam = 20</p> <p>The purpose of this assignment is to assess mastery of key content from the course.</p>	30
V. Essential Components of Reading Instruction Presentation & Handout	<p>Small Group (2-3 people) presentation on one of the essential components of Reading Instruction</p> <p>The purpose of this assignment is to give candidates the opportunity to integrate research-based information about how to teach one of the essential components of reading and present their findings to their peers.</p>	20
<b>Total Points</b>		<b>100</b>

## **Course Assignments—Full Descriptions of Key Assignments**

**I. In-Class Activities:** Class attendance is required and activities cannot be made up unless it is an excused absence (see attendance policy). The in-class activities are a way to apply the content from the class to demonstrate engagement and understanding in the class readings & lectures. Each activity is worth 2.5 points and grading will be based on active participation, completion of the activity, and accurate work.

II. Quizzes: Class attendance is required and quizzes cannot be made up unless it is an excused absence (see attendance policy). Timely, accurate completion and understanding of the required readings in this class is important. The 4 reading quizzes are designed to make sure students are reading and understanding the main points of assigned readings. Each quiz is worth 5 points and will be a mix of true/false, multiple choice, and short answer. The quizzes will focus on the main points of the readings.

III. Field Experience & Reflection Paper: Candidates will observe the reading block (at least 45 minutes of observation) in one classroom. Prior to the observation the candidate will talk with the teacher (email, phone, or in person) to learn about the reading instruction he or she will be using (see interview questions). During the observation, candidates will complete an observational checklist of the effective instructional practices used to teach reading. After the observation, candidates will write a 3-page paper reflecting on what they observed (see outline below). This will be shared in class and turned in to the instructor for a grade. It is worth 10 points.

Teacher Interview Questions (others can be added)

1. Basic information: What grade level? How long have they been teaching? How do they prepare for their reading instruction?
2. What curriculum & supplemental programs/materials are used?
3. What types of instruction are done in small groups? What assessments are used to form these groups?
4. What is the purpose or goal of the lesson?
5. What skill(s) are being targeted?
6. What are key things I should be watchful for when I observe?

Reflection Paper Outline

1. Basic information: Grade level, type of school (public, private), number of kids in the class (about half a page)
2. Description of the instructional time & instruction: How much time is spent in the literacy block? How is the time divided (how much time on the different components of reading and what does this instruction involve)? How were children grouped for instruction? What effective instructional practices did you observe? (1.5 - 2 pages)
3. Your reflection on the observation: What went well? What did students most enjoy? What things were most challenging for students? How might you have done things differently? (.5 – 1 page)

IV. Exams: A mid-term and final exam will be given. These are cumulative tests that are designed to assess candidates' understanding of the course content. A review guide will be given before each exam with time in class to ask questions. The exams will both be a mix of true/false, multiple choice, and short answer questions.

**V. Essential Components of Reading Instruction Presentation & Handout:** Candidates will be put in small groups (2-3 people) and each group will be assigned one of the essential components of reading.. Each group will prepare a 15-minute presentation and a handout to provide to peers and the instructor for a grade. All group members must have approximately equal presentation time.

The groups must use the following to create their presentations & handouts:

- a. National Reading Panel
- b. One of the IES practice guides
- c. Teaching Reading Sourcebook
- d. Reading Rockets classroom strategies website

**The presentation & handout must include**

- a. An introduction of the essential component
  1. Key research findings about teaching the essential component of reading
  2. How it connects to overall reading growth and achievement (connect to SVR/Reading Rope)
  3. Types of skills/progression of skills across ages/grades
- b. Important instructional recommendations/practices
  1. Amount of time spent on this component
  2. Groupings (whole group/small groups)
  3. How to teach it
- c. Instructional Examples
  1. Discuss 2-3 examples of how this component is taught.
  2. Show at least 1 video clip of this skill being taught
- d. Allow time for questions

**University/Instructor Policies**

Note all important policies—drop date, plagiarism, accommodations, attendance, etc.

**Course Schedule**

Week	Topic	Readings Due This Week <b><u>BEFORE</u></b> class	Assignments Due
<u>Week 1</u>	<u>Intro. to the Science of Reading</u> -Overview of the course and the sequence of core reading courses. - What is the Science of Reading? - The Big Picture -- Current state of reading today and how we got here -- key historical events in reading, and the reading debate.	<u>In-Class:</u> -Review syllabus, course objectives, and expectations.  - Reading Achievement Data Activity: Review NAEP website and Ohio website and explain how to understand data. Have students look up reading achievement data at different levels: national, state, district and share findings in small groups.	Activity 1: Review of Data Recording Form

	<ul style="list-style-type: none"> <li>- The Reading Crisis</li> <li>-Share data on reading (NAEP data -- what it is and current results and state data)</li> <li>- Research to Practice Gap in Reading &amp; the goal to close it!</li> <li>-Overview of the Foundational Components of Reading Science             <ol style="list-style-type: none"> <li>1. How the brain learns to read &amp; the 4 Part Processor Model</li> <li>2. Essential Components of Reading &amp; the Simple View of Reading</li> <li>3. Components of Effective Reading Instruction</li> <li>4. Collaborative Problem Solving &amp; MTSS</li> </ol> </li> </ul>	<p>-Children of the Code Video: What’s At Stake (all or parts depending on time)  <a href="https://childrenofthecode.org/Tour/c1/index.htm">https://childrenofthecode.org/Tour/c1/index.htm</a></p> <p><u>For Homework:</u></p> <ul style="list-style-type: none"> <li>- Teaching Reading Sourcebook (TRS): The Big Picture (pp. 1-16)</li> <li>- Preview this text. It will be used throughout the program. Take a look at what it covers.</li> </ul>	
<p><u>Week 2</u></p>	<p><u>Using Research to Guide Practice</u></p> <ul style="list-style-type: none"> <li>- Importance of research in education</li> <li>- How to recognize effective research</li> <li>-Research article vs. publication</li> <li>-Peer Review Process for Journal Submission</li> <li>-Testable Questions</li> <li>- Principle of Converging Evidence</li> <li>-Hierarchy of research: Research Designs &amp; What you can tell from each:             <ul style="list-style-type: none"> <li>- Experimental</li> <li>- Quasi-experimental</li> <li>- Correlational</li> <li>- The role of case studies and qualitative research (early stages—provide insight on what to study)</li> </ul> </li> <li>- Understanding the parts of a research article and the information found in each part.</li> </ul>	<p><u>In-Class:</u> Dissecting a research article together</p> <p><u>For Homework:</u></p> <ul style="list-style-type: none"> <li>-Research article to be used for in-class assignment.</li> <li>- Spear-Swerling &amp; Sternberg (2001)</li> </ul>	<p><u>Activity 2:</u>          Dissecting an Article          Activity Form</p>



	<ul style="list-style-type: none"> <li>- Key Research Projects &amp; Reports around reading and what we learned: Project follow through, NRP, Reading First, etc.</li> </ul>		
<u>Week 3</u>	<p><u>The Research on How to Teach Reading</u> National Reading Panel Report, National Early Literacy Panel Report, Adolescent Literacy</p> <ul style="list-style-type: none"> <li>- Why these are important</li> <li>- How the research was conducted</li> <li>-Findings</li> <li>-How this informed practice</li> <li>-Key Research since NRP</li> <li>-Intro. the IES practice guides: research behind them, key findings &amp; recommendations</li> <li>-What does the research say about Adolescent Literacy’s Essential Components?</li> <li>-Examples of this type of work in other countries Rose Report (U.K.) and Rowe Report (Australia)</li> </ul>	<p><u>In-Class:</u> -NRP-Full Report and NELP-full report -IES Practice Guide: Adolescent Literacy *do a jigsaw reading and sharing activity of these reports. These are seminal works in our field that all need to be aware of.</p> <p><u>For Homework:</u> -National Reading Panel-Summary (2000) -National Early Literacy Panel-Summary (2008) - Rayner, Foorman, Perfetti, Pesetsky, &amp; Seidenberg (2002).</p>	Reading Quiz 1
<u>Week 4</u>	<p><u>The Simple View of Reading and Stages of Reading Development</u></p> <ul style="list-style-type: none"> <li>- Reading development</li> <li>-Ehri’s stages of reading</li> <li>- Reading concerns</li> <li>- Role of assessment</li> <li>- Overview of what it looks like in a classroom</li> <li>- Differentiated instruction</li> </ul> <p>*Concepts in this week are introduced and then applied across the remainder of the course.</p>	<p><u>In-Class:</u> -View and discuss the Reading Rope: <a href="https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/">https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/</a> -Pipe cleaner reading rope activity—make &amp; explain in small groups.</p> <p><u>For Homework:</u> - Farrell et al (2010) - Spear-Swerling (2018).</p>	
<u>Week 5</u>	<p><u>How the Brain Reads</u></p> <ul style="list-style-type: none"> <li>-contributions of cognitive psychology to understanding reading</li> <li>- the purpose of reading</li> <li>-parts of the brain involved in reading</li> </ul>	<p><u>In Class:</u> (before Willingham assignment): Dr. Daniel Willingham’s Cool Facts About Reading <a href="http://www.danielwillingham.com/videos.html">http://www.danielwillingham.com/videos.html</a></p> <p><u>For Homework:</u> -Willingham (2017): Intro and Chapters 1 – 3</p>	Reading Quiz 2

	<p>-4-part processor model          -the brain on good reading instruction—how instruction can change how we process reading information</p>		
<u>Week 6</u>	<p><u>Early Foundations for Reading</u>          - The Role of Oral Language in Reading          - Print Awareness          - Letter Knowledge</p>	<p><u>In-Class:</u>          Sharing activities from TRS          Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch)  <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a></p> <p><u>For Homework:</u>          -Teaching Reading Sourcebook (TRS):          Chapter 3-Print Awareness          Chapter 4-Letter Knowledge</p> <p>- Dickinson, Golinkoff, &amp; Hirsh-Pasek (2010)</p>	<p><u>Activity 3:</u>          Review the Activities in the Teaching Reading Sourcebook Ch.3- Print Awareness &amp; Ch. 4—Letter Knowledge. Choose 1 activity to share in small groups.</p>
<u>Week 7</u>	<p><u>Overview of Word Structure</u>          -Structure of English          -Structure of Spanish          -Deep vs. shallow orthographies and how this affects reading          - How understanding orthography can aid in supporting English Language Learners</p>	<p><u>In-Class:</u>          Watch &amp; Discuss Brief History of the Code (Children of the Code):  <a href="https://childrenofthecode.org/Tour/c5/index.htm">https://childrenofthecode.org/Tour/c5/index.htm</a></p> <p><u>For Homework:</u>          -Teaching Reading Sourcebook (TRS):          Chapter 1-Structure of English          Chapter 2-Structure of Spanish</p>	<p>Reading Quiz          3</p>
<u>Week 8</u>	<p><u>What Research Says about Teaching Word Recognition Skills—Early Childhood</u>          - Phonological Awareness          - Phonics          - Spelling          - Instruction &amp; Intervention          - Differentiation          - Supporting English Language Learners</p>	<p><u>In-Class:</u>          -Sharing activities from TRS          -Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch).  <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a></p> <p><u>For Homework:</u>          -Teaching Reading Sourcebook          Chapter 5: Phonological Awareness          Chapter 6: Introduction &amp; Phonics          Chapter 7: Irregular Word Reading</p>	<p><u>Activity 4:</u>          Review the Activities in the Teaching Reading Sourcebook Ch. 5—Phonological Awareness. Choose 1 activity to share in small groups.</p> <p><u>Activity 5:</u>          Review the Activities in the Teaching</p>

			Reading Sourcebook Ch. 6 - 7— Choose 1 activity to share in small groups
<u>Week 9</u>	<u>What Research Says about Teaching Word Recognition Skills—Middle Childhood &amp; Adolescence</u> - Phonological Awareness - Phonics/Word Analysis - Spelling - Instruction & Intervention - Differentiation - Supporting English Language Learners	<u>In-Class:</u> -IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School -Sharing activities from TRS -Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch). <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a>  <u>For Homework:</u> -Teaching Reading Sourcebook Chapter 8: Multisyllabic Word Reading	<u>Activity 6:</u> Review the Activities in the Teaching Reading Sourcebook Ch. 6 - 8— Choose 1 activity to share in small groups
<u>Week 10</u>	<u>What Research Says about Teaching Fluency</u> - Instruction & Intervention - Differentiation - Supporting English Language Learners	<u>In-Class:</u> -Midterm review -Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch). <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a>  <u>For Homework:</u> -TRS: Chapter 9: Fluency Assessment Chapter 10: Fluency Instruction	Midterm
<u>Week 11</u>	<u>What Research Says about Teaching Language Comprehension</u> - <b>Vocabulary</b> - Instruction & Intervention - Differentiation - Supporting English Language Learners	<u>In-Class:</u> - Watch Reading Rockets Classroom Examples with checklist for research based practice (fill out as you watch). <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a>  <u>For Homework:</u> -TRS: Intro.-Vocabulary Chapter 11: Specific Word Instruction Chapter 12: Word-Learning Strategies Chapter 13: Word Consciousness -Willingham (2017) Ch. 4	<u>Activity 7:</u> Review the Activities in the Teaching Reading Sourcebook Ch. 11-13— Vocabulary. Choose 1 activity to share in small groups
<u>Week 12</u>	<u>What Research Says about Teaching Reading Comprehension</u> - <b>Comprehension</b> - <b>Writing</b> - Instruction & Intervention - Differentiation	<u>In-Class:</u> -Watch Reading Rockets Classroom Examples with checklist for research-based practice (fill out as you watch). <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a> -RAND Study	Reading Quiz 4

	- Supporting English Language Learners	<u>For Homework:</u> -TRS: Intro.-Comprehension Chapter 14: Literary Text Chapter 15: Informational Text -Willingham (2017) Ch. 5	
<u>Week 13</u>	<u>Supporting those who struggle with reading</u> - Motivation & Engagement - MTSS - Importance of involving parents/families - Dyslexia & Reading Disability - Types & Definitions - Legal Requirements - Role of Parents - District/school responsibilities	<u>In-Class:</u> Final Exam Review Sheet Discuss Field Experiences—Small groups  <u>For Homework:</u> - TRS: MTSS for Reading Success (p. 743-754) -Willingham (2017) Ch. 6	Field Experience Reflection Due
<u>Week 14</u>	Class Presentation Group Work	<u>Homework:</u> Prepare your presentation to include: - At least 1 IES practice guide connected to your topic - NRP, NELP, or IES Adolescent Literacy Practice Guide - Teaching Reading Sourcebook Section Connected to Your Presentation	Class Presentations  <u>Activity 8</u> Peer feedback on presentations
<u>Week 15</u>	Wrap Up Week and Prepare for Exam -Digital Revolution! -Exam Review	<u>In-Class:</u> Final Exam Review  <u>For Homework:</u> Exam Review Willingham Ch. 7	
<u>Week 16</u> <u>Exam Week</u>			

**Alternative Texts that Could be Used**

McCardle, P., Chhabra, V., Kapinus, B. (2008). Reading Research in Action: A Teacher’s Guide for Student Success. Baltimore, MD: Brookes Publishing.

**Alternative Texts/Readings that Could be Used**

Moats, L., (2019). Structured Literacy™: Effective Instruction for Students with Dyslexia and Related Reading Difficulties. *PERSPECTIVES on Language and Literacy*, 45(2).

## **General Resources for the Instructor**

\*McCardle, Chhabra, & Kapinus (2008) is a great support text for creating lectures throughout this class.

Castle, A., Rastle, & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5–51

Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading*, 9, 167-188.

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.

Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2, 31-74.

Seidenberg, M. (2017). *Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It*. New York: Basic Books.

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

## **Note to Instructors of this Course:**

The Willingham (2017) text was chosen as an accessible text that outlines cognitive psychology's research contributions to understanding the complex act of reading. It outlines the fundamental processes involved in reading, connection of reading and writing, reading comprehension, digital reading, and the important role of motivation. This text is a challenging text so consider previewing the information before candidates read it on their own and follow up with content and discussion after they read chapters. Willingham has a few videos on his website that give a nice short intro to his book. Undergraduates will likely need support in understanding some of this important content. This text is purposely paired with the other required text in the class by Honig, Diamond, & Gutlohn (2018), which outlines the practical implication for many of the things talked about in the Willingham book and focuses on how to teach the essential components of literacy. This text will be used in each course in the 12-hour reading core. In this class it is used as an overview—to give candidates the understanding of all the components of reading instruction. When assigning readings, have candidates focus on the introductory information to each chapter rather than getting too caught up at this point on all of the instructional activities. Candidates will revisit different sections of this text in depth across the four reading core courses.

Below, by week, additional resources are outlined that could be used by the instructor of the course to create lectures/content for that specific week. Also, activities noted in the week are further explained.

- Week 1: The Big Picture lectures
  - Castle, Rastle, & Nation (2018) article
  - Chapters 1 & 2 of McCardle et al. (2008).
  - Interview with neuroscientist Dr. Mark Seidenberg  
<https://www.readingrockets.org/teaching/experts/mark-seidenberg>
  
- Week 2: Using Research to Guide Practice
  - Chapter 2 of McCardle et al. (2008)
  - Stanovich & Stanovich (2003).
  - Dissecting a research article activity: Walk candidates through the sections on how to understand effective research, how to read a research article, and the importance of using research to guide practice. This in-class activity on dissecting a research article could be done a number of ways. The idea is to give candidates a reading research article (one you like and are familiar with) and walk them through the different sections and the information found in those sections. You could do this in small groups as a game with questions that they have to answer—in the methods section (e.g., who were the participants?).
    - ASHA has a helpful guide on things to look for when evaluating the evidence of instructional materials: What To Ask When Evaluating Any Procedure, Product, or Program Found on their website: <https://www.asha.org/slp/evaluate.htm>
    - This is a useful outline of the steps of reading a research article that could be given to students or adapted into your lecture:  
<http://www.owl.net.rice.edu/~cainproj/courses/HowToReadSciArticle.pdf>
  
- Week 3: The Research on How to Teach Reading
  - Rose Report for the U.K. and Rowe Report from Australia
  - Additional resources regarding adolescent literacy  
[https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools?fbclid=IwAR1ra7m3K\\_uibr0a0ButZCEtKEFMXM7AY2SQyeEv2Z117Q-ivrufFUDQXg](https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools?fbclid=IwAR1ra7m3K_uibr0a0ButZCEtKEFMXM7AY2SQyeEv2Z117Q-ivrufFUDQXg)
  
- Week 4: The SVR and reading development:
  - The pipe cleaner activity is a way to help students remember the parts of the reading rope. Candidates use a different color pipe cleaner for each strand of the rope. They twist the word recognition strands together and then twist the language comprehension strands together and finally connect the two domains of reading in the middle making a 3D

- reading rope. In small groups, then have candidates practice explaining the different strands and how they connect to form a strong rope.
- Original SVR article Gough & Tunmer (1986)
- Scarborough (2001) original article where the reading rope is explained:
  - Reading Rope graphic explained
  - Ehri (2005) outlines the stages of reading development
  - From the Reading Rockets website, here is one on the SVR and reading development that would aid in developing content for this week.
    - <https://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read>
- Week 5: How the Brain Reads
  - Wolf, M. (2018) *Reader, Come Home: The Reading Brain in a Digital World*. New York: Harper Collins.
  - Dehaene, S. (2009). *Reading in the Brain*. New York: Penguin Group.
  - How the Brain Learns to Read—Lecture by Stanislas Dehaene
    - <https://www.youtube.com/watch?v=25GI3-kiLdo&feature=share>
  - Reading and the Brain Videos from Reading Rockets:
    - <https://www.readingrockets.org/atoz/1114/video>
- Weeks 6 – 11: Teaching the essential components of Reading
  - These weeks focus on the different essential components of Reading. Connect each one back to the SVR & the Reading Rope graphic. The IES practice guides are helpful for additional content as well as the McCardle et al. (2008) text.
  - Scarborough (2001) original article where the reading rope is explained
  - Reading Rope graphic explained: <https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/>
  - Chapters 6-11 of McCardle et al. (2008)—one chapter dedicated to each essential component of reading
  - Reading Rockets website—classroom strategies page is filled with teaching examples
    - <https://www.readingrockets.org/strategies>
- Week 12: MTSS & Reading Disability (overview—covered deeply in the assessment & intervention course)
  - Spear-Swerling, L. (2015). *The Power of RTI and Reading Profiles: A Blueprint for solving reading problems*.
  - Resources on IRIS website around MTSS/RTI

<https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>

-Resources for Reading Disability

- International Dyslexia Association: <https://dyslexiaida.org/>
- IDEA: <https://sites.ed.gov/idea/regs/b/a/300.8/c/10>
- NCLD: <https://www.nclld.org/>
- Ohio: <http://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities/Specific-Learning-Disability>

- Week 15: Digital Revolution

- Wolf, M. (2018) *Reader, Come Home: The Reading Brain in a Digital World*. New York: Harper Collins.

## **Appendix**

### **Professional Learning Standards Address in this Course**

**The International Dyslexia Association**

**Ohio Standards for the Teaching Profession (OSTP)**

**Council for Exceptional Children (CEC)**

**National Association for the Education of the Young Child (NAEYC)**

**National Council of Teachers of English/International Literacy Association (NCTE/ILA)**